ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 7/15/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED000353	7087	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Hart, Hornell

5. TITLE OF DOCUMENT ABSTRACTED:
Classroom Circulations as Related to Illustrations in Introductory Sociologies

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Centre Coll. of Ken.
ST. Danville, Kentucky
CITY, STATE

9. PUBLISHER OR SOURCE
Centre College of Kentucky

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	60	8

TELE. EXT.
INST/LOC CODE

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
survey

16. INDEXING TERMS (6-12)

social studies Y-08	textbooks Y-29			
surveys Y-18A	audio-visual aids R-21			
curriculum R-53	teaching aids Y-22			

17. ABSTRACT (MAX. 250 WORDS)

Analysis of number of illustrations, per 100 pages of text, in five most fully illustrated introductory sociologies published between 1952 and 1959, as compared with 9 least illustrated ones. Indicates that important traits related to high classroom use were: High percentage of illustrations; understandability and readability of illustrations; preponderance of sentences with less than 20 words; and high percentage of examples illustrating generalizations.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

CRIC Form 1

Centre College of Kentucky

IV-5
Misc (Reading)

"CLASSROOM CIRCULATIONS AS RELATED TO ILLUSTRATIONS IN INTRODUCTORY SOCIOLOGIES"

The Fifth Report from the Textbook-Comparison Project, January 1960

by Hornell Hart.

CLASSROOM CIRCULATIONS IN THE FALL OF 1959

Enrollments in Introductory Sociology in 696 colleges and universities were reported in the returns of The Postcard Census of Classroom Circulations of Introductory Sociologies, taken in October to November, 1959. The total of students thus enrolled was reported to be 90,932.

The ten leading textbooks. According to the returns received up to November 24, the ten introductory sociologies which were most widely in use in the Fall of 1959 were as follows:

Authors	Percent of Reported Circulation
1. Broom and Selznick	18.5
2. Ogburn and Nimkoff	11.9
3. Young-Mack	9.5
4. Lundberg, Schrag, and Larsen	8.2
5. Cuber	7.7
6. Green	6.6
7. Bierstedt	5.7
8. Merrill	4.1
9. Fichter	3.8
10. Mercer	3.7

An alphabetical list of the twenty-six introductory sociologies published from 1952 to 1959 is appended to this report, with the percentage of classroom circulation shown for each text. The relative circulations by regions will be found in Table 4 in that appendix.

CLASSROOM CIRCULATIONS AS RELATED TO QUANTITIES AND TYPES OF ILLUSTRATIONS

When the appearances of the pages in various introductory sociologies are compared, a striking fact emerges. Some texts, such as those by Ogburn, Lundberg, Green, Broom, and Young, have an illustration of some sort on practically every third page--or, in the case of Ogburn, on nearly every second page; other texts, such as those by Rose and Bierstedt, have less than one-seventh as many illustrations as the best-illustrated ones have.

Types of illustrations. The relationship between circulation and types and quantities of illustrations may be indicated by analyzing the number of illustrations of various types, per 100 pages of text, in the five most fully illustrated books, as compared with nine least illustrated ones. For purposes of this comparison, texts written by Roman Catholic authors, paperbacks, and texts whose latest editions were published earlier than 1956 have been excluded:

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Table 1. THE FIVE MOST FULLY ILLUSTRATED TEXTS, COMPARED WITH THE NINE LEAST ILLUSTRATED ONES

Types of Illustrations	Illustrations per 100 Pages of Text	
	5 Most Fully	9 Least Fully
All types	36.6	14.2
Photographs and realistic sketches	15.9	4.8
Statistical charts	7.1	3.4
Statistical tables	5.9	3.0
Maps	2.7	1.1
Diagrams	3.2	1.1
Non-quantitative tabulations	1.8	.8

The circulations of the two groups are associated with the above data. The five most fully illustrated texts (Ogburn and Nimkoff; Lundberg, Schrag and Nelson; Young-Mack; Broom and Selznick; and Green, in that order) totalled 54.7 percent of the reported classroom circulations, or an average of 10.9 percent each. The other nine here under consideration totalled 28.7, or an average of 3.2. The most-fully-illustrated five thus averaged more than three times as much classroom circulation as the others.

The understandability of the illustrations is important. More quantity of illustrations is not the completely decisive factor influencing circulations. This principle stands out in connection with Hoffsommer's The Sociology of American Life, which was published in 1958 by Prentice-Hall, Inc. The classroom circulation reported for this text in the fall of 1959 was only .1 (one-tenth of one) percent. By way of contrast, the Young-Mack text, Sociology and Social Life, published by the American Book Company in 1959, received 9.5 percent. Although the Young-Mack book had been on the market less than a year, it had achieved more than 98 times as much classroom circulation as had Hoffsommer's. At least part of the explanation becomes evident when some of the categories in Table 1 are broken down in accordance with traits related to understandability. The contrast shown in Table 2 then becomes evident.

Table 2. READABILITY TRAITS OF ILLUSTRATIONS IN HOFFSOMMER COMPARED WITH THE THREE MOST WIDELY USED TEXTS.

	Illustrations per 100 Pages of Text			
	Hoff-sommer		3 Leading Texts	
Statistical tables occupying a half-page or more each	1.5		1.3	
Statistical maps	4.2		2.3	
Sub-total		5.7		3.6
Statistical tables occupying less than a half-page each	1.5		5.7	
Plain or decorated maps	.4		1.0	
Statistical charts composed of symbols or otherwise decorated	.2		1.6	
Photographs or sketches of people	2.6		14.9	
Sub-total		4.7		23.2
Other types of illustrations		6.2		15.3
Grand total		16.6		42.1

The only types of illustration in which the Hoffsommer text exceeds the three most widely used consist in large statistical tables and statistical maps. The types of illustration in which Hoffsommer most notably falls short, as compared with the three leaders, consist in those which humanize facts and ideas--which make them interesting and readily understandable. Of such illustrations the most successful texts average five to Hoffsommer's one. With respect to types of illustrations other than the above two, the Hoffsommer text has less than half as many as have the three leaders.

The Illustration Index. In the light of the above analyses, an Index of Illustration Adequacy may be constructed by taking the total number of illustrations of all types, subtracting twice the number of statistical maps and of statistical tables occupying more than half a page each, and dividing the result by the number of hundreds of pages in the text. The resulting indexes, in descending order, are as follows (giving only the name of the senior author in each case):

Ogburn	42.8	Freedman	17.9
Young	32.7	Landis	16.1
Lundberg	32.4	Merrill	10.2
Green	29.9	Hoffsommer	9.9
Broom	29.2	Cuber	6.1
Sutherland	20.2	Rose	5.8
Mercer	18.3	Bierstedt	3.5

Circulations as related to the illustration index. It has already been pointed out that the five most fully illustrated texts average over three times as much classroom circulation as do the other nine. The detailed relationships between illustration indexes and circulation percentages may be presented graphically, as in Chart 1.

The relationship between the Illustration Index and classroom circulation is undoubtedly curvilinear. Beyond a certain point, the increase in the number of illustrations would decrease to an undesirable degree the amount of space available for textual material. While the Ogburn-Nimkoff text is far in the lead in the above Illustration Index, its current percentage of classroom circulation is less than two-thirds that of the Broom-Selznick text, whose Illustration Index is more than 30 percent lower.

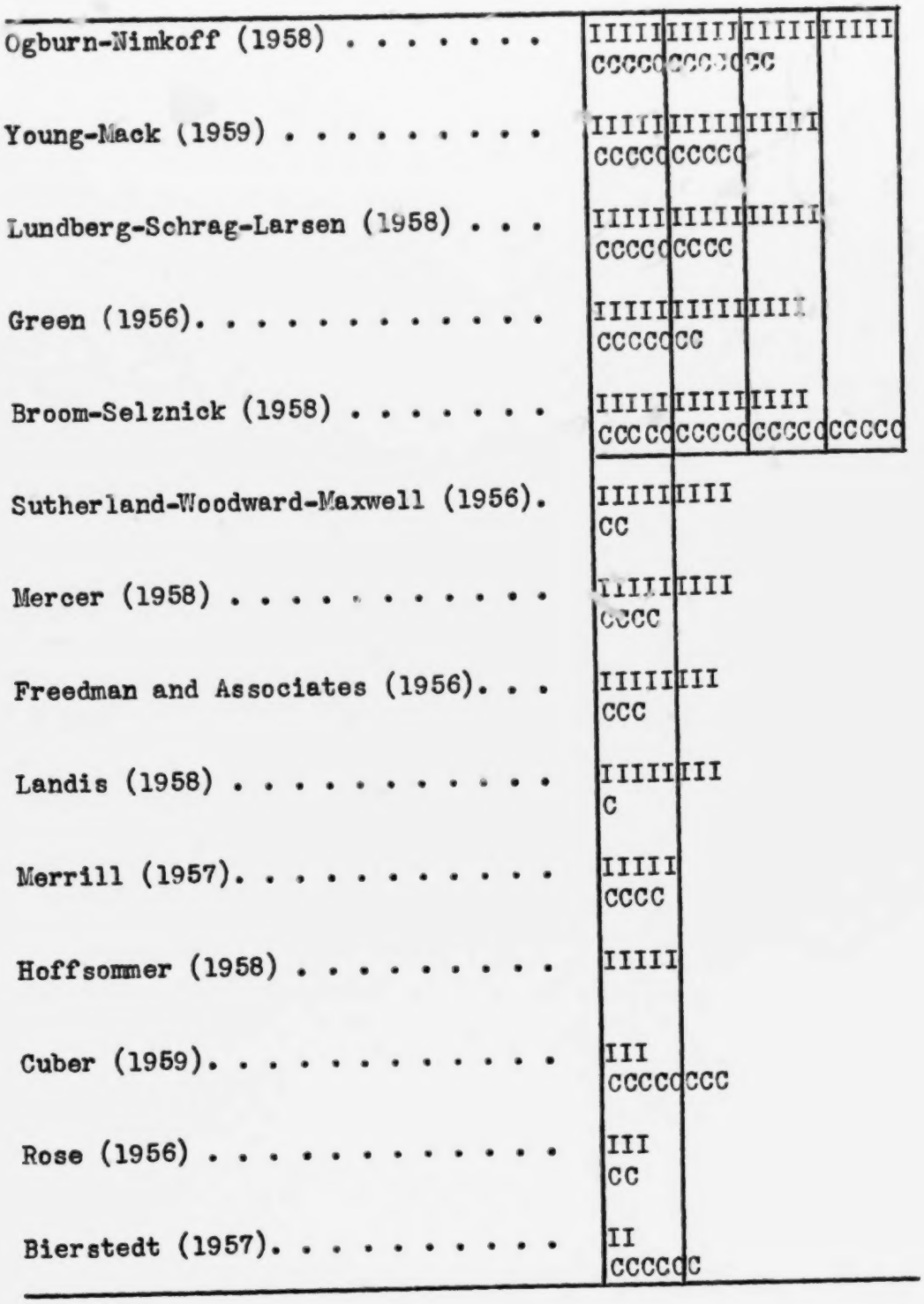
READABILITY IS VITALLY IMPORTANT

One marked exception to the otherwise fairly close relationship between the Illustration Index and classroom circulation is Cuber's Sociology: A Synopsis of Principles (4th ed., 1959). This text stands fifth in popularity, with 7.7 percent of the classroom circulation. But its Illustration Index is only 6.1--third from the bottom of the list. Four other texts with an average Illustration Index of 7.4 averaged only 2.9 percent in circulation--less than half of Cuber's, though their illustration average is higher than his. How can the Cuber textbook's long-lasting success be explained? At least part of the answer may quite probably be found in connection with the following two indexes of readability.

Length of sentences as an index of readability. It is a commonplace of journalism that short sentences are generally easier to follow than long ones. To test this as a readability factor, samples of 100 sentences from each of ten of the textbooks in our list were tabulated according to the number of words per sentence. As a ready index of shortness, the percentage of sentences having 20 words or less have been calculated. For texts having high circulations these percentages of short sentences average 52.4; for the five texts having low circulations,

Chart 1. ILLUSTRATION AND CIRCULATION INDEXES COMPARED FOR 14 INTRODUCTORY SOCIOLOGIES

(Each "I" represents five percent of the maximum Illustration Index; each "C" represents five percent of the maximum Classroom Circulation Index for the fall of 1959.)


Ogburn-Nimkoff (1958) . . . . . IIIII IIIII IIIII IIIII CCCCC CCCCC CC
Young-Mack (1959) . . . . . IIIII IIIII IIIII CCCCC CCCCC
Lundberg-Schrag-Larsen (1958) . . . IIIII IIIII IIIII CCCCC CCCC
Green (1956). . . . . IIIII IIIII IIII CCCCC CC
Broom-Selznick (1958) . . . . . IIIII IIIII IIII CCCCC CCCCC CCCCC CCCCC
Sutherland-Woodward-Maxwell (1956). IIIII IIII CC
Mercer (1958) . . . . . IIIII IIII CCCC
Freedman and Associates (1956). . . IIIII III CCC
Landis (1958) . . . . . IIIII III C
Merrill (1957). . . . . IIIII CCCC
Hoffsommer (1958) IIIII
Cuber (1959). . . . . III CCCCC CCC
Rose (1956) . . . . . III CC
Bierstedt (1957). . . . . II CCCCC C

the average is 38.0. This contrast points toward a tentative conclusion that a preponderance of sentences having less than 20 words is a trait correlated with high classroom use of a text.

Of all the ten texts covered in this preliminary study, Cuber's has the highest short-sentence percentage--80.0.

Promoting readability by giving examples to illustrate generalizations. This second index of readability was discovered in the process of classifying the types of sentences found in the samples used in the Factuality Index, on which a report from this Project was mailed in April, 1959. One type of sentence defined in that study is a generalization for which an illustration is offered either within the sentence itself, or in close proximity to it. For five texts having large classroom circulations the average percentage of such sentences was found to be 13.0; for seven texts having low classroom circulations the average was only 5.9.

Of all the 12 texts analyzed in this preliminary study, Cuber's had the highest index of this type also--namely, 23. By both of these two measures of readability, therefore, Cuber's textbook stands far in the lead. It seems reasonable to suppose that a high degree of readability helps to offset the low Illustration Index of this text.

OTHER VARIABLES CONTRIBUTE TO CIRCULATION

Sometimes adding to, and sometimes subtracting from the effects of the amount and quality of illustrations and the readability of the text are several other variables which common sense suggests may have important influence on circulation. Among these are:

A. Factors which may be regarded as primarily under the control of the publisher:

1. The length, size and price of the book;
2. The length of time since the latest edition was published;
3. The effectiveness of the publisher's promotional program, including the quality and quantity of the advertising and the extensiveness and skill of the field staff.

B. Factors over which the author has primary control or influence:

4. The acceptability, to teachers, of the sociological data, theories, and teaching aids presented in the text;
5. The acceptability with which the text treats sensitive topics, such as race relations, religion, and sex;
6. The professional prestige of the author or authors;
7. The extent to which former students and other friends of the author or authors seek and are able to secure adoptions of the text;
8. The popularity of the text with students.

C. A factor not directly under the control of either publisher or author:

9. The favorableness or unfavorableness of reviews in professional journals and elsewhere.

STATISTICAL APPENDIX

This appendix contains four items: (1) a Methodological note; (2) Table 3, on "The Percentage Frequency Distribution of Departmental Introductory Sociology Enrollments as Reported in the Classroom-Circulation Census in the Fall of 1959;" (3) Table 4, on "Relative Classroom Circulations of Introductory Sociologies by Regions;" and (4) Table 5: "An Alphabetical List of Recent Hard-Cover Introductory Sociologies, Showing Relative Classroom Circulations of Each in the Fall of 1959."

The Classroom Circulation Census Taken in the Fall of 1959: A Methodological Note

In January, 1959, the first Postcard Census of Classroom Circulations of Introductory Sociologies was taken. Up through January 27th, reports were received stating what textbooks were being used by 45,546 students in introductory sociology. The results of that census were mimeographed and were circulated as the First Report of the Textbook-Comparison Project, under the title "The Relative Popularity of Recent Introductory Sociologies."

On October 10, 1959, postcard questionnaires were enclosed with the Fourth Report of the Project, which was sent out to a considerably expanded mailing list. On November 10th a follow-up reply postcard was mailed out, with the statement that persons who mailed replies on or before November 20th would receive, without charge, a copy of the report on this census, for which the price to persons not on the mailing list would be $1.00 per copy. The objective in these mailings was (ideally) to reach at least one teacher of sociology in every accredited university and college in the United States. Up to December 21, useable replies were received from 696 sociology departments, who reported a total enrollment of 90,932 students in introductory sociology classes.

Textbooks used but not listed in Table 4. Textbooks other than the 26 listed in Table 4 received 8.5 percent of the reported classroom circulation. Two types of textbooks are prominent in this "other" group; namely, books published previous to 1952, and textbooks in general social science. Outstanding among the earlier sociology texts are Kingsley Davis' Human Society (published by Macmillan in 1949) which received 1.3 percent of the classroom circulation, and N. S. Timasheff and P. W. Facey's Sociology: An Introduction to Sociological Analysis (published by The Bruce Publishing Company of Milwaukee in 1949), which received 0.8 percent. None of the textbooks in general social science received as much as one-half of one percent of the circulation reported.

Table 3. THE PERCENTAGE FREQUENCY DISTRIBUTION OF DEPARTMENTAL INTRODUCTORY SOCIOLOGY ENROLLMENTS AS REPORTED IN THE CLASSROOM-CIRCULATION CENSUS IN THE FALL OF 1959.

Number of Students	Percentage
1 - 24	10.2
25 - 49	19.7
50 - 74	17.0
75 - 99	13.1
100 - 124	10.7
125 - 149	4.6
150 - 174	4.0
175 - 199	1.8
200 and over	18.9
Total	100.0

Number of Students	Percentage
1 - 99	60.0
100 - 199	21.1
200 - 299	8.6
300 - 399	4.7
400 - 499	2.1
500 - 599	1.4
600 - 699	.3
700 - 799	.8
800 and over	1.0
Total	100.0

Table 4. RELATIVE CLASSROOM CIRCULATIONS OF INTRODUCTORY SOCIOLOGIES
By Regions, in the Fall of 1959

Senior Author	United States as a Whole	New England (Me,NH, Vt,Mass, RI,Conn)	Middle Atlantic (NY,NJ, Pa,Md, Del,WVa)	South Atlantic (DC,Va, NC,SC, Ga,Fla)	East So. Central (Ky, Tenn, Miss, Ala)	West So. Central (Tex, Okla, Ark,La)	East No. Central (Wis, Mich, Ill,Ind, Ohio	West No. Central (Minn, Ia,Mo, ND,SD, Neb,Ks)	Mountain (Id,Mont, Wyo,NM, Ariz, Colo,Ut)	Pacific (Wash, Oreg, Calif)
Total Reported	90,932	5,826	17,621	8,052	4,842	7,277	22,498	10,955	4,225	9,636
Percent of Total										
Bierstedt	5.7	26.8	9.8	.2	.0	2.6	4.3	5.8	.9	.6
Broom	18.5	13.4	17.9	20.4	24.2	12.1	17.4	25.0	12.6	20.0
Cuber	7.7	6.3	7.7	3.9	7.1	17.0	9.9	9.1	.7	1.3
Fichter	3.8	3.4	5.0	.3	.8	3.8	5.0	5.0	2.1	2.9
Freedman	2.6	5.7	1.8	3.0	.2	.7	6.2	.0	.0	.3
Green	6.6	.0	12.2	12.6	15.3	7.2	3.4	3.4	2.8	3.4
Lundberg	8.2	.0	7.0	11.6	6.6	7.3	4.8	3.3	4.7	28.1
Mercer	3.7	.0	4.7	1.3	.0	9.4	1.9	1.7	22.7	2.3
Merrill	4.1	2.1	3.0	4.0	5.3	2.1	2.2	9.9	4.7	6.0
Ogburn	11.9	.6	7.4	15.8	16.0	23.4	12.4	12.5	20.3	6.8
Sutherland	2.1	3.4	3.5	1.8	4.4	1.8	1.6	1.5	.0	.9
Young	9.5	11.4	1.9	6.3	12.7	1.7	13.8	9.6	22.5	12.9
Others	12.3	13.3	13.8	18.4	6.6	10.6	14.9	13.2	6.0	6.0
None	3.3	13.6	4.3	.4	.8	.3	2.2	.0	.0	8.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 5. AN ALPHABETICAL LIST OF RECENT HARD-COVER INTRODUCTORY SOCIOLOGIES, SHOWING RELATIVE CLASSROOM CIRCULATIONS OF EACH IN THE FALL OF 1959.

Percent of Total Classroom Circulation Reported	Textbook
5.7	Bierstedt, Robert, The Social Order: An Introduction to Sociology, McGraw-Hill, New York, 1957
.1	Bogardus, Emory C., Sociology, Fourth Edition, Macmillan, New York, 1954.
.0	Bossard, James H.S.; Walter A. Lunden, Lloyd V. Ballard, and Laurence Foster (eds.), Introduction to Sociology, The Stackpole Co., Harrisburg, Pa., 1952.
18.5	Broom, Leonard, and Philip Selznick, Sociology: A Text with Adapted Readings, Second Edition, Row,Peterson & Co., Evanston,Ill., 1958.
.0	Carr, Lowell Juilliard, Analytical Sociology: Social Situations and Social Problems, Harper & Bros., New York, 1955.
7.7	Cuber, John F., Sociology: A Synopsis of Principles, Fourth Edition, Appleton-Century-Crofts, New York, 1959.
3.8	Fichter, Joseph H., Sociology, University of Chicago Press, 1957.
2.6	Freedman, Ronald (and associates), Principles of Sociology: A Text with Readings, Revised Edition, Henry Holt & Co., New York, 1956.
.1	Gittler, Joseph B., Social Dynamics: Principles and Cases in Introductory Sociology, McGraw-Hill, New York, 1952.
6.6	Green, Arnold W., Sociology--An Analysis of Life in Modern Society, Second Edition, McGraw-Hill, New York, 1956.
.0	Hertzler, Joyce O., Society in Action: A Study of Basic Social Processes, The Dryden Press, New York, 1954.
.1	Hoffsommer, Harold, The Sociology of American Life--An Introductory Analysis, Prentice Hall, Inc., Englewood Cliffs, N. J., 1958.
1.1	Landis, Paul H., Introductory Sociology, The Ronald Press Co., New York, 1958.
8.2	Lundberg, George A., Clarence C. Schrag, and Otto N. Larsen, Sociology, Revised Edition, Harper & Bros., New York, 1958.
3.7	Mercer, Blaine E., An Introduction to the Study of Society, Harcourt, Brace & Co., New York, 1958.
4.1	Merrill, Francis E., with the assistance of H. Wentworth Eldredge, Society and Culture: An Introduction to Sociology, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1957.
11.9	Ogburn, William F., and Meyer P. Nimkoff, Sociology, Third Edition, Houghton Mifflin, Boston, 1958.
1.9	Rose, Arnold M., Sociology: The Study of Human Relations, Alfred A. Knopf, New York, 1956.
.6	Ross, Eva Jeany, Basic Sociology, Revised and Enlarged Edition, Bruce Publishing Co., Milwaukee, 1958.
.0	Rumney, Jay, and Joseph Maier, Sociology--The Science of Society, Henry Schuman, New York, 1953.
1.2	Sellew, Gladys; Paul Hanley Furfey, and William T. Gaughan, An Introduction to Sociology, Harper & Bros., New York, 1956.
2.1	Sutherland, Robert L.; Julian L. Woodward, and Milton A. Maxwell, Introductory Sociology, Fifth Edition, J. B. Lippincott, Chicago, 1956.
9.5	Young, Kimball, and Raymond W. Mack, Sociology and Social Life, American Book Co., New York, 1959.